

# Instructions for Completing the DOE-LM Form

## Column 1-6 must have an entry

### Column 1 - Line Number

Please continue the line number sequence on additional pages as necessary.

### Column 2 - Proficiency

Enter only one code for the identification of each student. (For definitions of FEP and LEP, consult the Definitions Sheet.)

- 1 - Fluent English Proficient (FEP)
- 2 - Limited English Proficient (LEP)
- 3 - **Foreign exchange** Fluent English Proficient (FEP)
- 4 - **Foreign exchange** Limited English Proficient (LEP)

### Column 3 - Language

Enter the appropriate code from the Native Language Code Sheet (e.g. 835-Spanish). If the native language is not listed, enter the name. **NOTE: Chinese and Indian** are NOT appropriate responses.

### Column 4 - Age

Enter the current age of the student. Do not enter the date of birth.

### Column 5 - Grade Level

Enter the current grade.

- |        |                                   |    |           |
|--------|-----------------------------------|----|-----------|
| 1 - 12 | first grade through twelfth grade | 14 | ungraded  |
| 13     | kindergarten                      | 15 | preschool |

### Column 6 - Instruction

Enter only one code as it applies to the student.

- 1 - the corporation=s regular instructional program
  - 3 - bilingual program
  - 5 - ESL program
  - 6 - tutoring sessions in the content area during the regular school hours
  - 7 - ESL instruction and native language support during regular school hours
  - 8 - an ESL or bilingual program funded by the State At-Risk program
- 2, 4 & 9 are no longer valid codes*

### Column 7 - Special Education

Enter only one code if it applies to the student.

<b>1</b>	Multiple Handicap	<b>2</b>	Orthopedic Impairment
<b>3</b>	Visual Impairment	<b>4</b>	Hearing Impairment
<b>5*</b>	Full time Emotional Handicap	<b>6</b>	Part time Emotional Handicap
<b>7</b>	Learning Disabled	<b>8</b>	Developmental Delay (ages 3-5A only)
<b>9</b>	Communication Disorder	<b>10</b>	Mild Mental Handicap
<b>11*</b>	Moderate Mental Handicap	<b>12*</b>	Severe Mental Handicap
<b>13</b>	Homebound/Hospital	<b>14</b>	Dual Sensory Impairment
<b>15</b>	Autism	<b>16</b>	Traumatic Brain Injury
<b>17</b>	Other Health Impairment	<b>18</b>	Referred for special education evaluation <u>but not placed in a program</u>

### Column 8 - Gifted/Talented

Enter only one code if it applies to the student.

<b>1*</b>	Cross-Grade Grouping	<b>2*</b>	Magnet Schools
<b>3*</b>	Self-Contained Classes	<b>4</b>	Pull-Out
<b>5</b>	Cluster Grouping	<b>6</b>	G/T Inclusion Grouping
<b>7</b>	Mentorship	<b>8</b>	Continuous Progress
<b>9</b>	Early Entrance	<b>10*</b>	Grade Skipping
<b>11</b>	Subject Skipping	<b>12</b>	Advanced Placement
<b>13</b>	Honor Classes	<b>14</b>	International Baccalaureate

### Column 9 - Retained

Enter **1** only if the student is retained in the same grade for reasons other than ISTEP+.

Enter **2** only if the student is retained for ISTEP+ reasons.

### Column 10 - ESEA Title I

- |   |                                    |
|---|------------------------------------|
| <b>1</b> - regular Title I program                  | <b>2</b> - Migrant Title I program |
| <b>3</b> - both regular and Migrant Title I program |                                    |

**\*If any of these codes are used, leave column 6 blank.**

Division of Language Minority  
& Migrant Programs  
Room 229, State House  
Indianapolis, IN 46204-2798

School Number:  
School Name:  
Corp Number:  
Corp Name:

SCHOOL YEAR 2002-03  
(Due date: October 18, 2002)

\_\_\_\_\_ Please check if you have no language minority students in your building, and submit this form to your district's administrative offices.

(1) Line No	(2) English Proficiency Code	(3) Language Code	(4) Age	(5) Grade	(6) Instruct. Program	(7) Special Education	(8) Gifted/ Talented	(9) Retained	(10) ESEA Title I
0									
1									
2									
3									
4									
5									
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24									

Person completing form (Please print) \_\_\_\_\_ Telephone Number (    ) \_\_\_\_\_  
\*\*\* MAY BE DUPLICATED AS NEEDED\*\*\*

[illegible]

## Definitions Sheet

<b>Language Minority Student</b>	<p>A <b><u>Language Minority Student</u></b> is a student for whom at least one of the following statements is true:</p> <ol style="list-style-type: none"><li>1) the student's first acquired (learned) language is other than English; regardless of which language is dominant; or</li><li>2) the language most often spoken by the student is other than English; or</li><li>3) the language most often spoken in the student's home is other than English.</li></ol>
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**[NOTE: The information above appears on the district's Home Language Survey.]**

<b>FEP</b>	<p>A <b><u>Fluent English Proficient</u></b> language minority student is considered to be <b>FEP</b></p> <ol style="list-style-type: none"><li>1) if the student's English language abilities are near native or native-like, as determined by an English language proficiency instrument, <b>and</b></li><li>2) if the student's academic performance in English is at grade level.</li></ol>
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<b>LEP</b>	<p>A <b><u>Limited English Proficient</u></b> language minority student is considered to be <b>LEP</b></p> <ol style="list-style-type: none"><li>1) if the student's English abilities are limited (or non-existent), as determined by an English language proficiency instrument, <b>and</b></li><li>2) if the student's academic performance in English is not at grade level.</li></ol>
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**[NOTE: For more expanded definitions of LEP, please refer to Section I.B of the Compliance Guidelines (511 IAC 6.1-5-80) or the district plan.]**

<b>Bilingual Program</b>	<p>A <b><u>Bilingual Program</u></b> has as its components language arts and content instruction (e.g., science, math, and social studies) in the native language and ESL (English as a Second Language) instruction for LEP students.</p>
<b>ESL Program</b>	<p>An <b><u>English as a Second Language (ESL) Program</u></b> has as its <b>single</b> component specially designed classes of English language instruction (ESL) for LEP students. All other subjects taken by the student are part of the general school curriculum and are taught in English.</p>
<b>Tutorial Program</b>	<p>A <b><u>Tutorial Program</u></b> has as its <b>single</b> component individual tutoring in English for LEP students in English as a Second Language and/or content areas during regular school hours.</p>